|  |
| --- |
| **Lesson Plan Feedback** |
| Your name: Kristin Wong |
| Partner’s name: Shinobu Wilson |
| 1. What are the strengths of the lesson (include aspects such as content, structure, UDL, accommodations, assessment, etc.)?  I think that your biggest strength is the paired groups that are working with a manipulative. The concept is easier to understand when the students are working with the M&Ms. And working in pairs is an excellent way for a struggling student to learn from and with a more advanced student.  I also like your extension idea. To make the concept more clearly understood, you simplified it to 2 possibilities instead of 6. The same concept would be learned just at a beginning level. |
|  |
| 2. What are potential areas for improvement?  I think that one area for improvement would be to specify how the groups that contain ELL or ESE students should run. Make sure that the one student doesn’t do all the work and leave the ELL or ESE student to just sit there. Teach the student how to include the other student in the work.  As far as assessments go remember that a pair of students produced the worksheet. If one student did more work than the other, one student may still not have mastered the concept. Consider giving another type of assessment that would require individual work or use a jigsaw method for filling the worksheet out. |
|  |
| 3. General Comments  This seems to be a great lesson plan to me. I wish my 7th grade teachers would have used M&Ms to teach us!! I’m not sure how specific Dr. Little wants us to be as far as ESE and ELL instruction goes. But I think that even ESE and ELL students would benefit from this lesson b/c of the manipulates used (both the M&Ms and the color blocks during explanation). |
|  |